

**Section 14: Omaha Public School's description of the concept of "scaling up" current NSIG efforts:**

(Example: *Within this district's plan, the term "scaling up" the NSIG behavioral initiative means....*)

The term 'scaling up' suggests a process for replicating those practices that have demonstrated positive results in the six model sites in Omaha Public Schools (OPS) currently participating in the Nebraska State Improvement Grant (NSIG). A framework for training that delineates the policies and procedures for maintaining a safe learning environment has been the emphasis of the NSIG project. The NSIG closely aligns to the Omaha Public Schools initiative for creating Safe, Secure, and Disciplined Schools (SSDS). The six model sites will help advance the SSDS initiative through mentoring other schools in the process for building school-wide positive behavior support and safe, secure, and disciplined learning environments.

'Scaling up' in Omaha Public Schools will "ensure that each of our schools provides a climate for students that promotes not only academic success, but also social, emotional and behavioral success in a safe, secure, and disciplined learning environment" (John J. Mackiel, Superintendent of Schools, 2000).

**District's Program Description:**

A subcommittee of the district's Steering Committee for Safe, Secure, and Disciplined Schools has requested NSIG Supplement funds to assist with the design, implementation, and evaluation of a district-wide training plan to institutionalize scientifically research-based practices relative to social, emotional, and behavioral success for all students in Omaha Public Schools (OPS) by:

- Expanding and sustaining district-wide change efforts based on research and best practices begun with the Comprehensive System of Professional Development (CSPD) and the Nebraska State Improvement Grant (NSIG) through the Nebraska Department of Education.
- Using the expertise of the Leadership Teams in the six model sites to mentor/advise/assist Wave 1, 2, and 3 schools.
- Expanding and sustaining current systemic change efforts resulting from strategic and aligned professional development through the district initiative, "Safe, Secure, and Disciplined Schools" (SSDS).
- Commitment to building local capacity for systemic change through alignment with the district's school improvement process (EXCELS PLUS) and through the support of various funding streams that also contribute to the SSDS initiative in OPS.
- Expanding expertise across the district by training site-base teams of regular and special education staff in every school to serve as facilitators of the process for building school-wide positive supports for all students.
- Ensuring institutionalization of scientifically research-based practices through the concept of site-based leadership to lead the professional development efforts with new staff and administrators.

Building upon the learning and work of the six NSIG model schools in OPS, 'scaling up' will

engage all eighty-two schools in the implementation of the Safe, Secure, and Disciplined Schools (SSDS) initiative. The process for involvement of the entire district includes:

- 1) 82 schools are divided into three waves of approximately 25-28 schools per wave.
- 2) Facilitators are assigned to school leadership teams to assist with training and technical assistance in implementing positive behavior support in all 82 sites.
- 3) Six model sites will be used to provide district-wide dissemination on the outcomes achieved as they experience continued professional development in the NSIG project.
- 4) Teacher leaders will be trained to help build capacity for positive behavior supports in all schools.
- 5) A District Steering Committee will focus on the District's ability to sustain and institutionalize the goals of the Safe, Secure, and Disciplined Schools process through a framework of training, ongoing communication, and multiple forms of assessment.
- 6) Collaboration with the Nebraska Department of Education NSIG staff, District department leaders, and community agencies along with the support of central administration and the Board of Education will ensure the strategic placement of this initiative within the District's vision and mission.

### **Objectives and Activities:**

#### **Obj. 1: Create Training Teams in Positive Behavior Supports**

**Act. 1.1:** Select staff from all buildings to be trained in the framework for positive behavior supports

**Act. 1.2:** Assign facilitators to support training in 3 waves of schools

#### **Obj. 2: District Steering Committee and Leadership from the six model schools will continue work at constructing a district-level process for Safe, Secure, and Disciplined Schools (SSDS)**

**Act. 2.1:** Support non-contract hours for staff to continue to develop district materials that align to the framework, Building Effective Schools Together (B.E.S.T.).

**Act. 2.2:** Continue to work with the University of Oregon to consult and train district staff in pedagogy for adaptation of B.E.S.T. to the SSDS initiative in the district.

**Act. 2.3:** Continue to adapt B.E.S.T. to include policy, practices, procedures that clearly address the needs of special education students in OPS.

#### **Obj. 3: Secure training in peer coaching/consultation in positive behavior supports that provide additional, deeper training for facilitators and core training team**

**Act. 3.1:** Schedule training for core training team for peer coaching/consultation.

**Act. 3.2:** Ensure that all 82 schools have access to concept of peer coaching/consultation to build capacity to sustain positive behavior support across the district

**Obj. 4:** Evaluation of the project will be a collaborative effort between NSIG Evaluators and OPS Evaluation team.

**Act. 4.1:** Provide resources for the evaluation team at OPS to develop evaluation strategies for assessing individual school growth and development in implementation of positive behavior support.

**Act. 4.2:** NSIG Evaluation team will utilize a discrepancy model for evaluation of progress toward desired outcomes outlined in the objectives and activities of this plan.

**Act. 4.3:** OPS Steering Committee will provide evidence of participant feedback to assess quality of training in positive behavior support.

**Act. 4.4:** At the end of this grant cycle, the OPS evaluation team will provide a written end-of-project report on the level of implementation of the activities outlined in this plan. This report will be directed to NSIG staff at the Nebraska Department of Education.